



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9040A West Campbell Ave, Phoenix, AZ 85037

Pendergast Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Claudio Coria
 Schedule : 07:30 AM to 04:00 PM
 Grades : 5-8
 Web Address : www.pesd92.org/Schools/Westwind.htm
 Phone Number : (623) 772-2460
 Fax Number : (623) 872-0327
 E-mail : ccoria@pendergast.k12.az.us

Mission

Westwind Intermediate School is a point of pride in our community. We are dedicated to providing meaningful and engaging learning experiences for each of our students. In addition, our students and staff will learn and teach in a safe and orderly classroom and school environment. Further, we welcome parents and community members as partners in our efforts to ensure that every child in our school is a successful learner and reaches their full potential.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To raise student achievement for all students in the areas of reading, writing, and math as measured by district and AIMS/DPA assessments.
- ü To increase the percentage of students who move from the Falls Far Below and the Approaches levels into the Meets or Exceeds areas of the AIMS assessment.
- ü To increase the percentage of English Language Learner students who develop English proficiency as measured by our new English Language assessment.
- ü To increase the percentage of students who read a grade level and to increase the percentage of students score Meets or Exceeds on the AIMS / DPA assessment.

Enrollment

October 1, 2005 School Year Student Enrollment : 702
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 5

Instructional Programs

- Ü Balanced Literacy / Houghton Mifflin
- Ü Gifted Education
- Ü On-site Special Education
- Ü Structured English Immersion
- Ü 6 Trait Writing
- Ü McGraw Hill, Glencoe Math
- Ü Academic Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/7/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Westwind Intermediate regards parents as essential members of our learning community. We value the insights and feedback that they provide to our teachers and school. In addition, we are dedicated to maintaining open lines of communication on an on-going basis through phone calls, school newsletters and meaningful interactions between staff and parents.

Parents

We believe that parents are the first and best teachers. As a result, we ask that they assist their child(ren) by ensuring that students come to school ready to learn. In addition, we expect that parents act in a proactive manner and communicate with our teachers and school administrators on a regular basis. Further, we ask that parents become involved in the activities and learning experiences of our school.

Transportation Policy

Transportation of students is a privilege granted by the district. Bus transportation is provided for students who are residents within the school attendance area and live more than one mile from school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü NASA Explorer School	2005
Ü Superintendent's Award	2002
Ü Geography Bee and Spelling Bee Champions	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	209	1193	79306	99	99	99	481	495	504	22	15	13	26	23	20	45	49	49	7	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	107	588	38845	99	99	99	482	495	505	21	14	11	24	23	20	50	51	50	5	12	18
Male	102	605	40383	99	99	98	480	495	504	23	16	14	27	23	19	40	48	47	10	14	19
African American	13	98	4171	100	98	98	481	476	485	15	27	20	31	28	26	46	38	44	8	8	10
Hispanic	172	761	32673	99	99	99	480	490	487	22	16	18	27	25	25	45	49	46	6	10	10
Asian/Pacific Islander	NC	22	2147	NC	100	99	NC	537	539	NC	5	5	NC	NA	10	NC	64	46	NC	32	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	485	479	NC	17	22	NC	13	29	NC	65	43	NC	4	7
White	19	289	36234	100	99	99	494	513	523	26	8	6	16	19	13	37	52	52	21	22	28
Students with Disabilities	25	138	10286	93	95	91	441	449	462	60	52	41	24	23	27	12	22	27	4	3	5
Students without Disabilities	184	1055	69020	100	100	100	486	501	510	17	10	9	26	23	18	49	53	52	8	14	21
Limited English Proficient Students	42	150	10291	98	97	96	442	451	458	55	43	38	31	36	34	14	21	26	NA	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	155	656	37437	99	99	97	479	488	486	21	17	19	28	26	26	45	47	46	5	10	9
Non-Economically Disadvantaged	54	537	41869	98	99	100	487	504	521	24	12	7	19	19	14	44	52	51	13	17	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	209	1190	79000	99	99	98	462	480	489	19	12	10	37	29	24	44	55	58	0	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	107	590	38774	99	100	99	468	483	494	16	9	7	34	28	22	50	58	61	NA	5	10
Male	102	600	40150	99	98	98	456	476	485	23	14	12	40	30	25	36	51	55	1	5	8
African American	13	97	4153	100	97	98	459	465	476	23	19	13	31	35	30	46	45	53	NA	1	4
Hispanic	172	760	32508	99	99	98	462	474	472	19	14	15	38	32	33	42	50	49	1	4	3
Asian/Pacific Islander	NC	22	2142	NC	100	99	NC	507	510	NC	5	4	NC	5	14	NC	77	67	NC	14	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	477	467	NC	4	14	NC	39	37	NC	57	46	NC	NA	2
White	19	288	36135	100	99	98	469	498	508	16	4	4	32	19	14	53	68	67	NA	9	15
Students with Disabilities	25	135	9991	93	92	88	426	439	449	64	44	33	24	35	36	8	19	29	4	2	2
Students without Disabilities	184	1055	69009	100	100	100	467	484	495	13	7	6	39	28	22	48	59	62	NA	5	10
Limited English Proficient Students	42	152	10199	98	99	95	427	433	439	45	43	35	50	43	47	5	14	18	NA	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	155	651	37234	99	98	97	462	472	472	17	14	15	40	33	33	42	49	50	1	4	3
Non-Economically Disadvantaged	54	539	41766	98	99	99	462	488	505	24	8	5	28	24	16	48	61	65	NA	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	211	1202	79611	100	100	99	474	483	496	9	8	7	55	47	37	36	44	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	108	592	39016	100	100	99	486	498	511	6	5	4	46	39	29	47	55	66	NA	0	1
Male	103	610	40519	100	100	98	461	468	482	12	12	10	64	55	44	24	33	46	NA	0	0
African American	13	99	4188	100	99	98	474	470	486	8	12	9	62	52	40	31	35	50	NA	1	0
Hispanic	174	767	32855	100	100	99	475	480	481	9	9	10	53	48	43	38	43	47	NA	NA	0
Asian/Pacific Islander	NC	22	2149	NC	100	100	NC	510	519	NC	NA	4	NC	36	24	NC	64	70	NC	NA	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	481	478	NC	4	10	NC	65	46	NC	30	44	NC	NA	0
White	19	290	36380	100	99	99	463	492	511	16	7	4	53	43	30	32	50	65	NA	0	1
Students with Disabilities	27	148	10664	100	100	94	425	426	440	30	28	23	59	55	54	11	16	22	NA	1	1
Students without Disabilities	184	1054	68947	100	100	100	481	490	504	6	6	4	54	46	34	40	48	61	NA	0	1
Limited English Proficient Students	43	155	10362	100	100	97	428	435	438	23	22	22	67	65	57	9	14	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	156	659	37626	100	100	98	474	478	479	8	9	10	58	51	45	33	40	45	NA	0	0
Non-Economically Disadvantaged	55	543	41985	100	100	100	473	489	511	11	7	4	45	43	30	44	50	65	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	163	1172	79327	99	98	98	503	506	518	21	24	19	18	21	20	54	44	46	6	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	557	38961	99	98	98	506	506	520	18	22	16	20	24	20	55	44	48	6	10	16
Male	80	615	40295	99	98	97	499	506	516	25	26	21	16	19	19	53	44	44	6	12	16
African American	13	131	4247	100	96	98	479	487	499	46	38	27	23	24	24	31	31	41	NA	6	8
Hispanic	132	694	32327	99	98	98	501	499	499	22	26	27	18	24	25	55	43	41	5	7	8
Asian/Pacific Islander	NC	16	1939	NC	100	99	NC	527	556	NC	6	6	NC	19	10	NC	56	47	NC	19	36
American Indian/Alaskan Native	NC	14	4391	NC	100	96	NC	492	489	NC	43	32	NC	7	27	NC	43	36	NC	7	4
White	16	317	36373	94	99	98	536	528	538	NA	15	10	19	14	14	56	50	52	25	21	25
Students with Disabilities	13	130	9321	100	90	87	446	450	467	92	75	54	NA	12	22	8	12	21	NA	1	3
Students without Disabilities	150	1042	70006	99	99	100	508	513	524	15	18	14	20	22	19	58	48	49	7	12	18
Limited English Proficient Students	30	148	9431	97	96	95	469	463	466	43	57	53	43	26	27	13	16	18	NA	1	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	121	629	37097	99	98	97	501	495	498	21	29	27	19	24	25	55	41	41	5	6	7
Non-Economically Disadvantaged	42	543	42230	98	99	99	507	520	535	21	18	11	17	18	15	52	47	50	10	17	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	164	1180	79501	99	99	98	478	485	497	14	12	10	35	33	25	51	53	60	NA	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	557	39062	99	98	99	484	489	502	10	10	8	30	30	23	60	57	64	NA	3	5
Male	81	623	40368	100	100	98	472	481	491	19	14	13	41	36	27	41	49	57	NA	1	3
African American	13	135	4279	100	99	99	467	475	485	15	16	14	46	40	30	38	43	54	NA	1	2
Hispanic	133	697	32389	100	98	98	475	478	478	16	13	16	37	37	34	47	48	48	NA	1	1
Asian/Pacific Islander	NC	16	1936	NC	100	99	NC	505	519	NC	NA	3	NC	19	14	NC	75	73	NC	6	9
American Indian/Alaskan Native	NC	14	4401	NC	100	96	NC	465	473	NC	29	17	NC	50	40	NC	21	43	NC	NA	1
White	16	318	36446	94	100	99	513	504	516	NA	7	4	13	21	15	88	69	73	NA	4	7
Students with Disabilities	14	136	9411	100	94	88	428	435	453	57	49	36	43	40	36	NA	11	26	NA	NA	1
Students without Disabilities	150	1044	70090	99	100	100	483	491	502	10	7	7	35	32	24	55	59	65	NA	2	5
Limited English Proficient Students	31	148	9401	100	96	94	438	439	443	39	40	40	58	53	46	3	7	14	NA	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	122	635	37183	100	99	97	477	475	479	13	16	16	35	39	34	52	45	49	NA	1	1
Non-Economically Disadvantaged	42	545	42318	98	99	99	480	496	513	17	7	5	36	26	17	48	63	70	NA	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	162	1186	80000	98	99	99	542	550	564	2	3	3	19	15	11	73	73	75	6	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	565	39288	99	100	99	564	564	579	2	2	2	5	10	6	83	75	77	10	13	16
Male	79	621	40644	98	99	98	519	537	549	3	3	4	33	20	15	63	72	74	1	5	7
African American	13	136	4307	100	100	99	536	543	551	NA	4	4	23	15	13	69	74	75	8	7	7
Hispanic	132	702	32672	99	99	99	540	546	548	3	3	4	19	17	14	73	74	76	5	6	6
Asian/Pacific Islander	NC	16	1945	NC	100	99	NC	544	592	NC	6	1	NC	NA	4	NC	88	69	NC	6	25
American Indian/Alaskan Native	--	13	4424	--	93	97	--	569	549	--	NA	3	--	23	14	--	62	77	--	15	5
White	16	319	36602	94	100	99	560	560	579	NA	2	2	13	13	7	81	72	75	6	13	16
Students with Disabilities	13	143	9919	100	99	93	490	480	505	NA	10	9	62	49	35	38	38	54	NA	2	2
Students without Disabilities	149	1043	70081	98	99	100	546	559	571	3	2	2	15	11	7	77	78	79	6	9	12
Limited English Proficient Students	31	153	9571	100	99	96	493	492	502	10	10	10	32	37	29	58	52	60	NA	1	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	121	640	37534	99	99	98	547	543	547	2	3	4	17	17	15	75	75	76	6	5	5
Non-Economically Disadvantaged	41	546	42466	95	99	100	526	558	578	5	2	2	22	13	7	68	72	75	5	12	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	169	1151	78546	99	99	97	540	540	543	10	14	15	21	20	18	61	54	52	8	12	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	567	38645	99	100	98	548	544	545	6	12	13	18	19	18	66	56	54	10	13	15
Male	89	584	39792	99	98	97	533	537	542	13	17	17	25	21	17	56	52	50	6	11	15
African American	13	116	4205	100	98	97	513	528	524	23	16	22	38	28	22	38	53	49	NA	4	7
Hispanic	142	685	31177	99	99	97	541	535	524	9	17	22	20	21	23	64	52	48	7	10	7
Asian/Pacific Islander	NC	24	1940	NC	100	99	NC	559	580	NC	8	5	NC	8	9	NC	58	53	NC	25	33
American Indian/Alaskan Native	--	14	4689	--	93	95	--	526	515	--	21	28	--	NA	25	--	79	43	--	NA	4
White	12	312	36450	100	99	97	552	557	563	8	8	7	17	16	12	58	57	57	17	19	23
Students with Disabilities	13	122	8093	100	95	82	491	489	489	38	44	50	46	35	24	15	20	23	NA	NA	2
Students without Disabilities	156	1029	70453	99	100	100	544	546	549	8	11	11	19	18	17	65	58	56	8	13	16
Limited English Proficient Students	36	146	9323	100	97	94	509	494	491	22	42	47	36	30	28	42	27	24	NA	NA	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	126	622	34694	98	98	96	538	533	524	10	15	23	24	23	23	58	52	48	8	9	7
Non-Economically Disadvantaged	43	529	43852	100	100	99	546	549	559	9	13	10	14	15	13	70	57	56	7	15	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	169	1152	79045	99	99	98	486	505	512	17	11	10	37	27	25	45	59	58	1	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	569	38860	99	100	98	499	513	519	13	9	7	30	21	22	56	65	62	1	5	8
Male	89	583	40075	99	98	97	475	498	505	21	13	12	44	33	28	35	52	54	NA	3	6
African American	13	115	4250	100	97	98	447	500	500	54	12	12	31	26	31	15	60	54	NA	2	3
Hispanic	142	686	31314	99	100	98	487	498	493	15	14	16	38	30	34	46	53	48	1	2	2
Asian/Pacific Islander	NC	24	1949	NC	100	99	NC	528	536	NC	4	4	NC	21	15	NC	63	66	NC	13	15
American Indian/Alaskan Native	--	14	4719	--	93	96	--	495	489	--	14	15	--	21	39	--	64	45	--	NA	2
White	12	313	36730	100	99	98	506	523	532	NA	4	4	42	21	16	58	69	68	NA	6	12
Students with Disabilities	13	123	8552	100	95	87	432	456	463	69	38	35	31	43	40	NA	19	23	NA	NA	1
Students without Disabilities	156	1029	70493	99	100	100	491	511	517	13	7	7	38	25	24	49	63	62	1	4	8
Limited English Proficient Students	36	146	9355	100	97	95	453	457	456	31	36	37	61	49	48	8	15	15	NA	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	126	623	34922	98	98	96	484	497	493	17	13	15	40	32	34	42	53	48	1	2	3
Non-Economically Disadvantaged	43	529	44123	100	100	99	492	515	527	16	8	6	30	22	18	53	65	66	NA	5	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	169	1151	79657	99	99	99	557	567	566	2	3	3	12	9	8	86	86	87	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	568	39120	99	100	99	574	582	580	1	2	2	4	4	4	95	91	92	NA	3	2
Male	89	583	40423	99	98	98	542	552	553	3	4	5	19	14	12	78	82	83	NA	1	1
African American	12	115	4290	92	97	99	531	564	560	8	3	4	17	10	9	75	88	86	NA	NA	1
Hispanic	143	686	31642	100	100	99	558	561	552	2	4	5	12	10	11	86	85	84	NA	1	0
Asian/Pacific Islander	NC	23	1948	NC	96	99	NC	588	589	NC	NA	1	NC	NA	3	NC	100	91	NC	NA	4
American Indian/Alaskan Native	--	14	4760	--	93	97	--	562	547	--	NA	5	--	14	14	--	86	81	--	NA	0
White	12	313	36929	100	99	99	568	581	579	NA	1	2	8	7	5	92	88	91	NA	4	2
Students with Disabilities	13	128	9069	100	99	92	491	511	508	8	14	11	54	30	30	38	56	58	NA	NA	1
Students without Disabilities	156	1023	70588	99	99	100	563	573	573	2	1	2	8	7	5	90	90	91	NA	2	1
Limited English Proficient Students	36	146	9521	100	97	96	517	512	507	8	12	13	25	27	24	67	61	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	125	622	35341	98	98	97	558	560	551	3	4	5	10	10	12	87	86	83	NA	1	0
Non-Economically Disadvantaged	44	529	44316	100	100	100	554	575	578	NA	2	2	18	8	5	82	87	90	NA	3	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	165	1150	78400	100	99	97	544	548	554	24	22	21	25	21	19	43	49	47	7	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	561	38686	100	99	98	547	549	554	15	20	20	32	22	20	49	50	49	5	8	12
Male	83	589	39636	100	99	96	540	547	554	34	23	23	19	20	18	37	48	46	10	9	13
African American	12	133	4193	100	100	97	533	536	533	42	28	32	8	27	23	50	38	40	NA	7	5
Hispanic	133	680	30732	100	99	97	543	542	534	23	25	31	29	24	24	40	46	40	8	6	5
Asian/Pacific Islander	NC	27	1827	NC	93	99	NC	578	594	NC	7	8	NC	11	12	NC	63	49	NC	19	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	14	301	37038	100	99	97	568	567	575	14	14	11	7	13	14	64	58	56	14	14	19
Students with Disabilities	15	105	7840	100	96	81	482	494	498	87	58	60	13	26	18	NA	16	20	NA	NA	2
Students without Disabilities	150	1045	70560	100	99	99	550	553	560	18	18	17	27	21	19	47	52	50	8	9	14
Limited English Proficient Students	28	130	8956	100	98	95	505	500	502	43	53	56	39	30	25	18	17	18	NA	NA	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	104	569	33014	100	99	95	539	540	534	26	25	31	27	23	24	41	45	40	6	6	5
Non-Economically Disadvantaged	61	581	45386	100	99	99	551	556	569	21	18	15	23	19	15	46	52	52	10	10	18

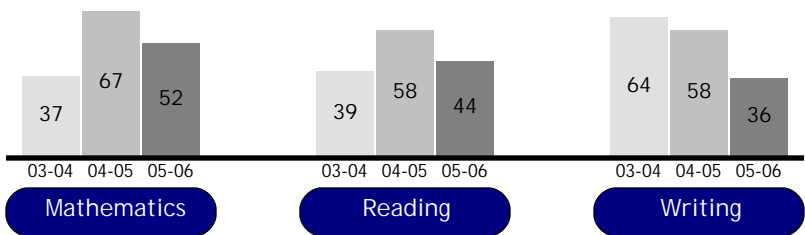
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	165	1153	79179	100	99	98	502	511	519	16	11	11	35	33	27	49	54	58	1	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	563	38974	100	99	99	511	517	524	9	9	8	34	30	25	56	58	61	1	3	5
Male	83	590	40124	100	99	97	493	506	513	23	13	13	35	36	28	42	50	54	NA	1	4
African American	12	132	4243	100	100	98	512	510	506	17	11	14	25	30	32	58	56	51	NA	2	3
Hispanic	133	682	30987	100	99	98	499	503	498	17	14	17	36	36	36	46	49	45	1	1	1
Asian/Pacific Islander	NC	27	1832	NC	93	99	NC	524	543	NC	NA	4	NC	33	17	NC	63	69	NC	4	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	14	303	37467	100	99	98	523	529	539	7	6	5	21	26	17	71	63	70	NA	5	8
Students with Disabilities	15	106	8567	100	97	88	454	465	467	47	34	39	40	48	38	13	18	22	NA	NA	1
Students without Disabilities	150	1047	70612	100	100	99	507	515	524	13	9	7	34	32	25	53	57	62	1	2	5
Limited English Proficient Students	28	131	9013	100	98	95	462	460	461	46	44	40	43	48	48	11	8	12	NA	NA	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	104	569	33345	100	99	96	498	503	499	16	14	17	38	36	36	44	48	46	1	2	1
Non-Economically Disadvantaged	61	584	45834	100	99	99	509	519	533	15	8	7	28	30	19	57	59	67	NA	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	165	1154	79734	100	99	99	552	561	554	2	2	3	21	16	19	76	82	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	563	39243	100	99	99	566	574	568	1	1	2	15	9	12	84	89	85	NA	1	1
Male	83	591	40413	100	100	98	537	548	541	4	3	4	28	23	26	69	75	70	NA	0	0
African American	12	133	4285	100	100	99	566	559	548	NA	1	3	17	18	22	83	80	74	NA	1	0
Hispanic	133	683	31254	100	99	99	548	553	539	3	2	5	22	19	25	75	79	70	NA	NA	0
Asian/Pacific Islander	NC	27	1837	NC	93	99	NC	581	579	NC	NA	1	NC	15	9	NC	85	87	NC	NA	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	14	302	37668	100	99	99	579	579	569	NA	1	1	7	9	13	93	89	85	NA	1	1
Students with Disabilities	15	108	8943	100	99	92	505	507	495	NA	4	11	67	56	51	33	40	38	NA	NA	1
Students without Disabilities	150	1046	70791	100	100	100	556	565	561	3	2	2	17	12	15	81	86	83	NA	0	0
Limited English Proficient Students	28	131	9138	100	98	97	491	495	492	14	13	13	39	44	46	46	44	40	NA	NA	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	104	571	33718	100	100	97	551	551	538	2	2	5	24	20	26	74	77	69	NA	NA	0
Non-Economically Disadvantaged	61	583	46016	100	99	100	553	570	567	3	1	2	16	12	14	80	86	84	NA	1	1

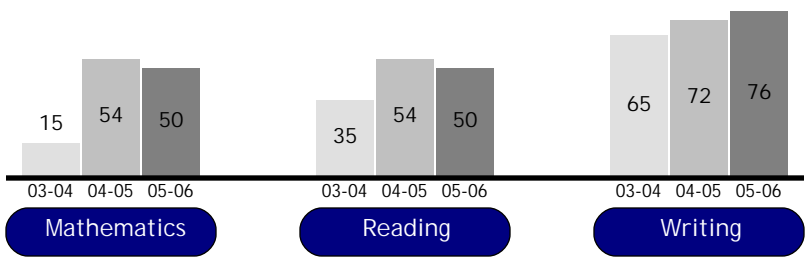
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	100	37	NA	55	100	42	45	50	99	32	48	56
	Language	100	37	44	49	100	45	47	50	100	34	46	54
	Mathematics	100	47	57	63	100	47	45	49	99	35	44	52
6	Reading	100	44	NA	56	98	36	48	51	100	44	48	56
	Language	100	38	42	48	98	35	44	47	100	39	43	50
	Mathematics	100	59	60	66	98	38	49	52	100	50	50	58
7	Reading	100	46	NA	54	97	44	47	50	99	37	50	54
	Language	100	51	53	58	97	45	50	52	99	43	56	58
	Mathematics	100	49	53	62	98	52	48	50	99	46	50	54
8	Reading	100	47	NA	55	98	39	50	51	100	46	54	58
	Language	100	46	51	52	98	41	49	50	100	44	52	56
	Mathematics	100	52	56	61	98	45	50	53	100	54	54	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Westwind Intermediate School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 8 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Instructional Programs
- ü Curriculum Development
- ü School Improvement
- ü School Safety Issues
- ü Parent Involvement
- ü School Uniforms

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	37.00
Other Professional Staff	2.50	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	1	0	0
4 to 6 years	7	3	0	0
7 to 9 years	7	5	0	0
10 or more years	8	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Headstart
- ü Mobile Computer Center
- ü Adult ESL Classes

Extracurricular Activities

- ü Student Council
- ü National Junior Honor Society
- ü Flag Football
- ü Basketball (Girls & Boys)
- ü Intramural Sports
- ü Art Club
- ü Dance Dance Revolution Club

Social Services

- ü Counseling Services
- ü Health Services
- ü School Resource Officer
- ü Cummings Community Center
- ü Phoenix Activity City
- ü Adult ESL Classes
- ü Head Start
- ü Socialwork Intern

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We take great pride in the fact that our school has earned the distinction of "Performing Plus."

- ü We have an active Parent Teacher Organization at our school. This partnership allows us to harness the strengths of our diverse parent community to better support our staff and students.

- ü We take great pride in the fact that we are now a Kids At Hope School. This means that we believe that "All Children Are Capable of Success, No Exceptions."

- ü We are a NASA Explorer School. This means that we have secured additional resources through a grant to support our students and teachers in the areas of math, science, technology, and engineering.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Westwind Intermediate School utilizes 'Make Your Day' as our school-wide citizenship program. In addition, we employ a strict policy to address and eliminate bullying / harassing behavior. Further, we have a dedicated full-time School Resource Officer and counselor who focus on the prevention of adverse student behaviors. In addition, our students participate Law Related Education and violence prevention training.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

6

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Claudio Coria	(623) 772-2460
Transportation Policy	Dean Humphrey	(623) 772-2275
Community Resources	Alona Kopp	(623) 772-2460
School Nutrition Programs	David Karochi	(623) 772-2270
Parent Organization	Bertha Salazar/ Leticia Bushong	(623) 772-2460
Student Health/Nurse	Deanna Denea	(623) 772-2460

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.